

Like Comparing Bison and Fish

Grade Four



OBJECTIVES

Students will describe how early American Indian cultures developed in North America. Students will describe how geographic characteristics impacted the development of American Indian cultures. Students will compare the experiences of the Plains Indians and the Clatsop Indians. Students will write a five-paragraph comparative essay.



CLASS TIME

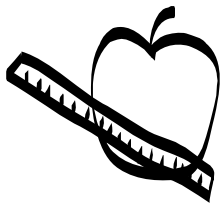
Five 45- to 60-minute sessions



NATIONAL STANDARDS

This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), and the International Society for Technology in Education (ISTE). These standards are listed below:

- Social Studies: People, Places, Environment
- Social Studies: Production, Distribution, and Consumption
- Science: The student will investigate and understand important natural resources to include animals.
- Language Arts: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively.
- Language Arts: Students use spoken, written, and visual language to accomplish their own purposes.
- Language Arts: The student will use information resources to research a topic.
- Language Arts: The student will gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Language Arts: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Technology: Students use technology to locate, evaluate, and collect information from a variety of sources.



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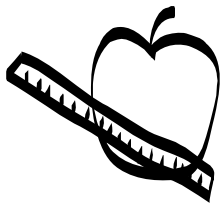
MATERIALS

- 1 overhead projector
- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- 1 copy of the Westward Journey Nickel Series™ Resource Guide (available at www.usmint.gov/kids)
- 1 copy of a text that provides basic information about the Lewis and Clark Expedition (see “Preparations”)
- Chart paper
- Blank overhead transparencies
- Web sites that include basic information about the Lakota Sioux (Plains) and Clatsop (Northwest) Indians (see “Preparations”)
- Copies of texts that provide basic historical information about the Plains and the Clatsop Indians (see “Preparations”)
- Computer lab with Internet access
- Writing journals



PREPARATIONS

- Make copies of the following worksheets attached to this lesson plan:
 - “Clatsop Research Guide” (1 per student in group)
 - “Plains Indians Research Guide” (1 per student in group)
 - “Five-Paragraph Essay Organization Sheet” (1 per student)
 - “Venn Diagram” (1 per student)
 - “Writing Rubric Score Sheet” (1 per student)
- Make an overhead transparency of each of the following:
 - “Clatsop Research Guide”
 - “Plains Indians Research Guide”
 - “Venn Diagram”
 - “Louisiana Territory Map” (from the Resource Guide)
 - “American Indian Tribes Overlay” (from the Resource Guide)
 - “American Bison Nickel Reverse” page (from the Resource Guide)
 - “2005 Nickels Obverse” page (from the Resource Guide)
 - “Ocean in View Nickel Reverse” page (from the Resource Guide)



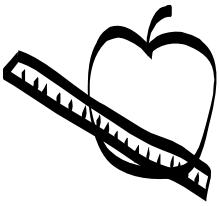
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- Locate a text that provides basic historical information about the Lewis and Clark Expedition, such as:
 - *Lewis and Clark: Explorers of the American West* by Steven Kroll.
 - *How We Crossed the West: the Adventures of Lewis & Clark* by Rosalyn Schanzer.
 - *A Picture Book of Lewis and Clark* by David A. Adler.
 - *Lewis and Clark: from Ocean to Ocean* by Harold Faber.
- Locate copies of texts that provide basic historical information about the Plains Indians and Clatsop (Northwest) Indians, such as
 - *Plains Indians* by Christopher Davis
 - *How the Plains Indians Lived* by George S. Fichter
 - *The Sioux* by Alice Osinski
 - *The Sioux Indians: Hunters and Warriors of the Plains* by Sonia Bleeker
 - *On the trail of Sacagawea* by Peter Lourie.
 - *Indian Tribes of America* by Marion E. Gridley
 - *Encyclopedia of North American Indian Tribes* by Bill Yenne.
 - *Indians of the Pacific Northwest: A History (Civilization of the American Indian Series)* by Robert H. Ruby
- Arrange to use the school computer lab.
- Bookmark Internet sites that provide basic information about the Plains and Clatsop Indians, such as:
 - www.nps.gov/foia/indians.htm
 - inkido.indiana.edu/w310work/romac/plains.html
 - www.pbs.org/lewisandclark/native/yan.html
 - www.pbs.org/lewisandclark/native/cla.html
 - www.nationalgeographic.com/lewisandclark/record_tribes_086_14_5.html
 - www.voyageofrediscovery.com/part1/historical/key_tribes.shtml
 - www.edgate.com/lewisandclark/indian_country.html



GROUPINGS

- Whole group
- Independent work



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TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Lewis and Clark's Corps of Discovery
- Louisiana Purchase
- Plains Indians
- Clatsop Indians
- Environment



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

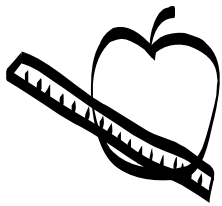
- Writing process
- American bison (buffalo)
- Culture
- American Indians



STEPS

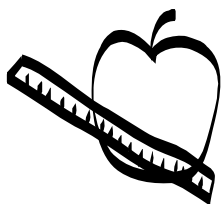
Session 1

1. Introduce a text on the Lewis and Clark Expedition. Ask the students what they already know about Meriwether Lewis and William Clark. List responses on chart paper. As a class, preview the text and illustrations to generate predictions about what will occur in the text.
2. Read the text aloud to the class. Attend to unfamiliar vocabulary and concepts.
3. Have the students retrieve their writing journals. Ask the students to recall the major events that occurred in the text by listing them in their journals. Lead a class discussion in which students share their journal entries. Record the students' responses on a long piece of chart paper to create a timeline.
4. Display the "Lewis and Clark Route Overlay" overhead transparency. As a class, trace the journey of Lewis and Clark from start to finish.
5. Place the "American Indian Tribes Overlay" on top of the "Lewis and Clark Route Overlay" transparency. Point out the locations of the Teton Lakota Sioux, Mandan, Cheyenne, and Crow tribes. Explain that these tribes are categorized as Plains Indians. Point out the location of the Clatsop Indians. Explain that the Clatsop are characterized as Pacific Northwest Indians.
6. Display the "2005 Nickels Obverse" overhead transparency. Ask the students to examine this picture and tell you what they know about it. The students should be able to identify this image as the obverse (front) of a nickel and the person on it as President Thomas Jefferson. Tell the students that the obverse design for the 2005 nickels bears, for the first time in 67 years, a new likeness of America's third president, Thomas Jefferson. The "Liberty" inscription on the coin is based upon Jefferson's own handwriting.



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7. Explain that our country changed its nickels beginning in 2004 to tell the story of two men named Lewis and Clark, who led an expedition that explored our country's Western lands 200 years ago.
8. Display the 2005 "American Bison Nickel Reverse" overhead transparency. Ask the students if they can identify the animal on the coin. Guide the students to identify the animal as a bison. Explain to the students that the American bison is not really a buffalo—no species of buffalo is native to North America. But people have used the term "buffalo" to describe the American bison since before Lewis and Clark's time, so the terms are virtually interchangeable in common usage. Relate the image back to the part of the text where Lewis and Clark are on the Great Plains. Ask students to hypothesize why the bison is on the nickel. Guide student to conclude that, at the time of the expedition, millions of bison roamed the Plains, and that the members of the Expedition used the bison to meet basic survival needs such as food, clothing, and shelter.
9. Display the 2005 "Ocean in View Nickel Reverse" overhead transparency. Ask the students to identify the location illustrated on the coin. Lead the students to conclude that this is an image of the Pacific Ocean. Refer to the part in the text where Lewis and Clark first see the ocean. Ask the students to hypothesize why the Pacific Ocean is on the nickel. Guide the students to conclude that, when Lewis and Clark reached the Pacific Ocean, they had reached an important milestone in their journey. Discuss how they may have felt having reached this destination.
10. Display the "Lewis and Clark Route Overlay." Ask the students where along the route Lewis and Clark encountered bison. Guide the students to conclude that Lewis and Clark encountered the bison on the Great Plains. Note the location of the Great Plains on the map. Ask student where along the route Lewis and Clark saw the Pacific Ocean. Guide students to conclude that Lewis and Clark encountered the Pacific Ocean at the westernmost point of their journey. Note this location on the map.
11. Display the "American Indian Tribes Overlay" on top of the "Lewis and Clark Route Overlay." Ask the students to create a T-chart in their writing journals. Have them label the left column "Plains Indians" and the right column "Clatsop Indians."
12. Ask the students what types of animals and plants they would expect to find on the Plains. Ask them to think about the weather they would expect on the Plains. Have the students describe how they think the American Indians would have lived in this environment in the "Plains Indians" column.
13. Ask students what types of plants and animals they would expect to find along the Pacific Northwest coast. Ask them to think about the weather they would expect in the Pacific Northwest. Have the students list how they think the American Indians would have lived in this environment in the "Clatsop Indians" column.
14. Have the students share their responses. Record the responses on chart paper.
15. Collect their journals when they are finished.



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Session 2

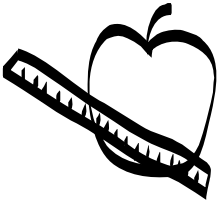
1. Review the timeline, chart, and maps from the last session. Highlight the differences between the lifestyles of the Plains Indians and the Clatsop Indians from the chart. Tell the students that now that they have made some hypotheses about these tribes and their environments, they will conduct research to determine if the hypotheses are correct.
2. Divide the students into two groups. Explain to the students that one group will research the Plains Indians (Teton Lakota Sioux, Mandan, Cheyenne, and Crow). The other group will research the Clatsop Indians, who lived in the Pacific Northwest.
3. Distribute the “Clatsop Research Guide” to one group and the “Plains Indians Research Guide” to the other. Explain to the students that they will be using the bookmarked Web sites and some of the suggested books to find information to fill in the research guides. Take the students to the computer lab.
4. Direct the students to begin their research. If necessary, guide the students to see the relationship between each tribe’s environment and its way of life.

Session 3

1. If necessary, give the students additional time to research.
2. Display the “Venn Diagram” overhead transparency. Distribute one “Venn Diagram” worksheet to each student. Complete a class Venn Diagram comparing the lifestyles of the Plains Indians and the Clatsop Indians. Have a student in one group give a lifestyle fact. If students in the other group have the same lifestyle fact for their group, put it in the middle of the diagram. If not, then put it in the appropriate section of the diagram. Repeat the process with other students from each group. Students will fill in their Venn Diagram from the class Venn Diagram.
3. For each of the lifestyle facts that differ, ask the students to think about the extent to which the environment affected that fact. If necessary, guide the students to see the relationship between the tribes’ environment and their way of life.
4. Pair the students so that each student who completed a “Clatsop Research Guide” works with a student who completed a “Plains Indians Research Guide.” Distribute a blank “Clatsop Research Guide” to each student who completed the “Plains Indians Research Guide” and a blank “Plains Indian Research Guide” to each student who completed a “Clatsop Research Guide.”
5. Have the student pairs discuss their research and complete the blank research guides.
6. Display the “Clatsop Research Guide” overhead transparency. Using the students’ responses, create a model research guide. Display the “Plains Indians Research Guide.” Using the students’ responses, create a model research guide.

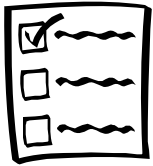
Session 4

1. Distribute one “Writing Rubric Score Sheet” and one “Five-Paragraph Essay Organization Sheet” to each student. Review the sheet and paragraph formation.



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2. Have the students fill in information from their research guides and the Venn Diagrams.
3. Have students use the writing process to complete the essay.



ASSESSMENT

- Use writing journals to assess understanding during the first session
- Use the “Writing Rubric” to evaluate the students’ attainment of the lesson objectives.
- Use the “Research Guides” worksheets to evaluate the students’ research.



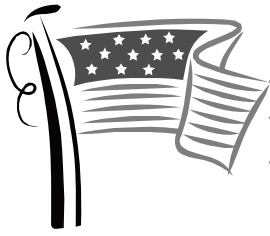
ENRICHMENTS/EXTENSIONS

- Have students create triaramas based on their research for a museum walk.
- Have students do a news show and interview each other on their research. Videotape the news shows using a video camera and video production software.



DIFFERENTIATED LEARNING OPTIONS

- Have the students research in pairs.
- Have students match pictures of the two tribes with the appropriate area.



Name _____

Five-Paragraph Essay Organization Sheet

MAIN IDEA

The purpose of the essay is to compare two groups of American Indians in the ways their lifestyles were affected by their environment.

1. **Introductory paragraph:** What is the topic of the essay? What is its main idea?

2. **Second paragraph:** How did the environment affect the type of clothing worn by the Plains Indians? How did it affect the clothing worn by the Clatsops?

3. **Third paragraph:** How did the environment affect the type of food eaten by the Plains Indians? How did it affect the type of food eaten by the Clatsops?

4. **Fourth paragraph:** How did the environment affect the type of homes built by the Plains Indians? How did it affect the type of homes built by the Clatsops?

5. **Concluding paragraph:** What effect did the environment have on these two tribes?

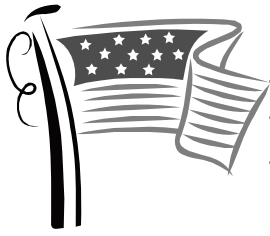


Name _____

Writing Rubric

Score Sheet

CATEGORY	4	3	2	1	SCORE
Introduction (Organization)	Clearly states the main topic and previews the main idea of the essay.	Clearly states the main topic and previews the main idea, but is not particularly interesting.	States the main topic, but does not preview the main idea nor is it particularly interesting.	There is no clear introduction of the main topic or idea of the essay.	
Support for Topic (Content)	Relevant, telling, quality details give important information.	Supporting details are relevant, but one key issue or portion is missing.	Supporting details are relevant, but several key issues or portions are missing.	Supporting details are typically unclear, missing, or unrelated to the topic.	
Accuracy of Facts (Content)	All supporting facts are reported accurately.	Almost all supporting facts are reported accurately.	Most supporting facts are reported accurately.	No facts are reported or most are inaccurately reported.	
Focus on Topic (Content)	Topic is clear and single in each paragraph. Main idea stands out and is supported by details.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. The information seems randomly collected.	
Conclusion (Organization)	The conclusion is strong so the reader understands what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion; the paper just ends.	
Vocabulary	Words and phrases are vivid and draw pictures in the reader's mind.	Words and phrases are vivid, but occasionally used inaccurately or overdone.	Words communicate clearly, but the writing lacks variety, punch, or flair.	Vocabulary is limited, weak, or not interesting. Jargon or clichés cloud the meaning.	
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and structure varies.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.	
Capitalization & Punctuation (Conventions)	No errors in capitalization or punctuation; exceptionally easy to read.	1 or 2 errors in capitalization or punctuation, but still easy to read.	A few errors in capitalization or punctuation interrupt the flow.	Several errors in capitalization or punctuation greatly interrupt the flow.	
Grammar & Spelling (Conventions)	No errors in grammar or spelling that distract the reader from the content.	1 or 2 errors in grammar or spelling that distract the reader from the content.	3 or 4 errors in grammar or spelling that distract the reader from the content.	More than 4 errors in grammar or spelling that distract the reader from the content.	
TOTAL					



Name _____

Clatsop Research Guide



Salmon

ENVIRONMENT

What was the environment like where the Clatsop Indians lived?

Plants:

CULTURE

What type of life did the Clatsop Indians live? What did they do for entertainment?

Animals:

Water features:

Land features:

HOMES

What type of houses did the Clatsop Indians live in?

CLOTHING

What type of clothing did the Clatsop Indians wear?

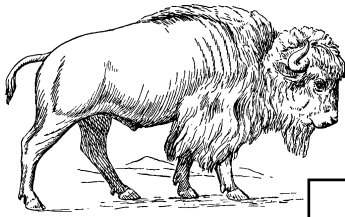
FOOD

What types of food did the Clatsop Indians eat?



Name _____

Plains Indians Research Guide



Bison

Tribe researched _____

ENVIRONMENT

What was the environment like where the Plains Indians lived?

Plants:

CULTURE

What type of life did the Plains Indians live? What traditions did they have?

Animals:

Water features:

Land features:

HOMES

What type of houses did the Plains Indians live in?

CLOTHING

What type of clothing did the Plains Indians wear?

FOOD

What types of food did the Plains Indians eat?



Name _____

Venn Diagram



PLAINS INDIANS



CLATSOP INDIANS

